YUKON
DEPARTMENT
OF EDUCATION

PUBLIC SCHOOLS BRANCH

ANNUAL REPORT

2000-2001

SCHOOL YEAR

Yukon
Education
Éducation

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If you have any questions or require additional copies of the report, please contact the Yukon Department of Education at (867) 667-5141.

To the reader...

New Reporting Format

The 2000-2001 Annual Report introduces several changes to the Department of Education's reporting approach.

In the 1998-2000 report, greater emphasis was placed on providing information about the department's major initiatives and, where possible, indicators of performance. This change of direction is continued in the current report and a number of further improvements have been introduced.

The major changes from the 1998-2000 report are as follows:

- The report deals with the activities of the Public Schools Branch only.
- The report covers the 2000-2001 school year whereas previous reports covered fiscal years.
- The report contains **four** substantive accountability sections as follows:

1. **Overview of the K-12 Public School System**
2. **Student Characteristics**
3. **Educational Programming Highlights**
4. **Student Achievement Statistics**

- The report provides, whenever possible and where sample size is sufficiently large to ensure anonymity, information or statistics for First Nations students as a subset of the Yukon aggregate data.
- The report includes the addition of a "More information..." section listing publications of the Department of Education as well as other publications of interest to parents and the general public.

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The Public Schools Branch

Introduction

The goals of the Public Schools Branch of the Yukon Department of Education are reflected in the preamble of the Yukon Education Act. They are: "...to work in cooperation with the parents to develop the whole child including the intellectual, physical, social, emotional, cultural, and aesthetic potential of all students...so that they may become more productive, responsible, and self-reliant members of society while leading personally rewarding lives in a changing world..."

The branch provides Kindergarten to Grade 12 education throughout the Yukon in 28 schools, including three Roman Catholic schools. It supports the Francophone School Board in the operation of the territory's only French First Language school. It works closely with advisory bodies called school councils, made up of parents and community members.

The branch provides unique experiential programs, in which "real experiences" in science and the arts –as examples– are used to enhance the teaching of concepts. The branch also places a particular emphasis on numeracy and literacy. It has comprehensive early intervention programs focused on helping kindergarten and primary-age children succeed at the very start of their school careers, to increase their chances of success in higher grades.

The British Columbia Program of Studies forms the basis of the Yukon curriculum. However, the branch and its educators frequently adapt programming to reflect local needs and conditions. The Yukon also works closely with other jurisdictions. It is a full partner in the Western and Northern Canadian Protocol (WNCP). This protocol supports the development of common curriculum frameworks for western and northern Canada.

Through the schools, the Public Schools Branch supports and promotes an appreciation of the Yukon's diverse cultures. It provides instruction in a variety of languages – including those of many Yukon First Nations.

The branch recognizes the health, social and educational benefits of physical activity. It promotes the principles of the Yukon government's Active Living Strategy in the territory's schools.

Equity and access are key principles that guide Yukon public schools in how they provide educational programming. The branch provides extensive support to students with special educational needs – working to ensure that all students have opportunities to learn and to succeed.

K-7 Enrolment and Capacity Planning in Whitehorse

In the 2000-01 school year, changing student demographics were affecting the enrolment patterns in Whitehorse elementary schools. As of September 2000, the total excess capacity (vacancy rate) in elementary schools in Whitehorse:

- reached 33 per cent,
- was unevenly balanced (enrolments in some elementary schools were low enough to affect program viability while other schools were operating at full capacity), and
- was projected to rise to about 56 per cent vacancy by 2009.

Bringing balance to enrolment patterns is a complex issue that involves many factors. These factors include program choices made by parents, the creation of new neighbourhoods and outdated catchment boundaries. It is recognized that changes made at any school would have significant impacts upon other schools and programs. In working towards improving educational programming and opportunities for Whitehorse residents, it is important, therefore, that planning occurs on a system-wide level.

The Whitehorse K-7 Schools planning process began in the fall of 2000 with public information meetings taking place in the spring of 2001. The purpose was to plan and prepare for continued declining enrolment at elementary schools in Whitehorse.

Education Act Review

The Education Act Review Steering Committee conducted public consultations as part of its review of the Education Act. The committee – made up of representatives of school councils, teachers, Yukon First Nations, and the Department of Education — visited every Yukon community between October 2000 and January 2001. It listened to the views of students, parents, teachers, community organizations and the general public. More than 1500 groups and individuals participated in the consultation. In all, the committee received more than 7000 comments.

Educational Partnership

The Minister of Education together with:
- the Francophone School Board (five members);
- the Kluane Lake School Committee (five members); and
- Yukon's 27 school councils (152 members)

provide policy direction to the 701 full-time equivalent (FTE) employees responsible for delivering the Yukon K-12 public school education.

Employees (full time equivalents):
- 35 central office staff (including 3 educational consultants and 12 special programs staff)
- 9 central office seconded teachers
- 10 Gadzoosdaa Residence staff
- 10 French language monitors
- 46 school administrators (principals and vice-principals)
- 37 school secretaries
- 414 teachers
- 109 tutors and educational assistants
- 31 aboriginal language teachers

As of March 31, 2001 these partners provided for the educational needs of the 5,736 students who attended 28 schools located throughout the Yukon, as well as 50 distance-educated students and 63 home-educated students.

Budgets

For the fiscal year 2000-2001, operations and maintenance (O/M) expenditures for the Public Schools Branch totaled $57,153,000 or 65 per cent of the total O/M budget for the Department of Education. These expenditures were broken down as follows:
- administration ($374,000 or 1 per cent of the budget)
- program delivery ($51,054,000 or 89 per cent of the budget)
- program support ($3,483,000 or 6 per cent of the budget)
- French language programs ($1,141,000 or 2 per cent of the budget)
- special programs ($1,101,000 or 2 per cent of the budget)

Program Delivery expenditures are those for school-based personnel and activities. They include expenditures for teachers, remedial tutors, educational assistants, school secretaries, school librarians, superintendents' offices and native language instructors, all of whom provide direct services to the students in the classrooms.

Program Support expenditures are those that support school-based personnel and activities. They cover the operation of the Gadzoosdaa residence, teacher recruitment and relocation, educational consultant services, participation in the Western Canadian Protocol and acquisition and distribution of school curriculum resources and school libraries.

French Program expenditures are those that support French language programs. They include the French Monitor Program, administration costs associated with the Francophone School Board and French second language programs for adults.

Special Program expenditures are those that support school-based special education services. They cover psychological assessment services, speech language programs, occupational therapy, sensory impairment support services and such other special needs programs or services that are needed to meet the needs of students with special educational needs.

For the fiscal year 2000-2001, capital expenditures for the Public School Branch totaled $8,056,000 or 71 per cent of the total capital budget for the Department of Education. These expenditures were broken down as follows:
- facility construction and maintenance ($ 7,065,000)
- instructional programs ($ 991,000)

Note: All figures for the "Educational Partnership" and the "Budgets" sections are based on March 31, 2001 data, and are subject to rounding.

Pupil-Teacher Ratio

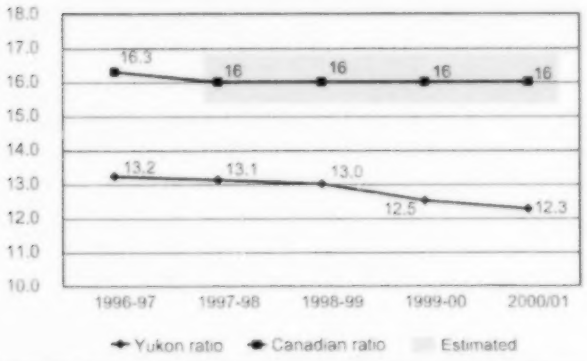
The Yukon enjoys the lowest (i.e. most favourable) pupil-teacher ratio of any Canadian educational jurisdiction. This means on average there is one teacher for every 12 students. The lower rate has traditionally been associated with the need to staff rural schools based on programming rather than on enrolment. However, the steady decrease in the rate from 1997 to 2001 is principally associated with declining enrolment and the allocation of staff to specialized programming such as Reading Recovery™.

Expenditures per Student

Expenditures per student have been increasing since 1997 for a number of reasons. A large portion of the increase is associated with declining enrolment and the loss of staffing efficiencies. However, part of the increase is associated with significant increases in the cost of school utilities, such as heat and light, and on collective agreement salary increases for teachers.

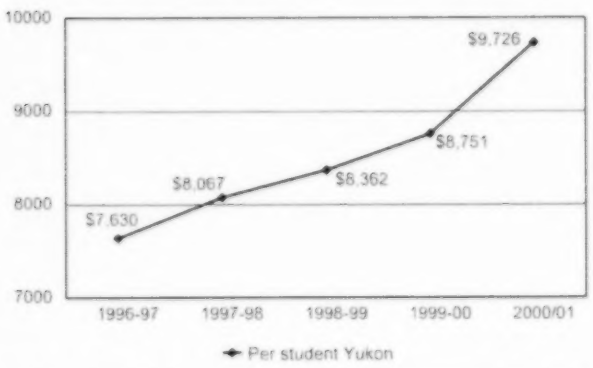
Student Characteristics

Pupil-Teacher Ratio as of March 31, 2001



(Figure 1) Source: Yukon Education (YT ratio); Centre for Education Statistics, Stats. Can. (Can. ratio)

Expenditures per student as of March 31, 2001



(Figure 2) Source: Yukon Education

Facility Highlights

The new Ross River School, which provides Kindergarten to Grade 10, opened in the fall of 2000. The contract was awarded for construction of a new school to replace J. V. Clark School in Mayo.

Many Yukon schools received high-speed Internet service as the first phase of the EduNet project. They included schools in Watson Lake, Teslin, Carcross, Beaver Creek, Kluane Lake, Haines Junction, and FH Collins Secondary in Whitehorse.

Planning began to provide the same service to schools in Old Crow, Dawson City, Pelly Crossing and Carmacks, as well as to Porter Creek Secondary, Vanier Catholic Secondary and École Émilie-Tremblay in Whitehorse.

Student Enrolment

For the decade 1986 to 1996, student enrolment grew steadily both in Canada and the Yukon. However, since 1996 enrolment has declined in the Yukon. The number of students in public schools as of May 31, 2001 totalled 5579. This represented a decrease of 172 students, or 3 per cent, from the previous school year. It represented a decrease of 541 students, or 8.8 per cent, since the 1996/97 school year.

In 2000-2001, elementary students represented 62 per cent of the total Yukon student population. Secondary students represented 38 per cent. Given that population demographics predict that the zero to four-year-old segment of the population will continue to decline at twice the rate of other school-aged segments, it is reasonable to expect that enrolment will continue to decline for many years to come. Ten-year student enrolment projections produced by Department of Education predict a decrease of approximately 30 per cent by 2010.

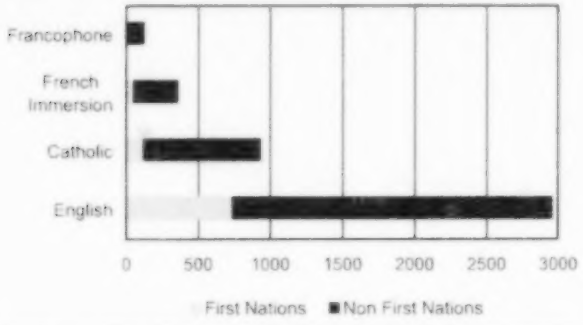
First Nations students represented approximately 28 per cent of the total student population. However, the distribution of these students varied considerably between Whitehorse and rural Yukon communities and between programs and/or schools (see figures 3, 4a and 4b). Overall, males and females represented approximately 50 per cent each of the total population. This percentage has remain fairly stable over the past five years.

Whitehorse Enrolment

In 2000-2001, students attending Whitehorse schools represented approximately 78 per cent of the total Yukon student population. First Nations students represented approximately 22 per cent of the Whitehorse student population.

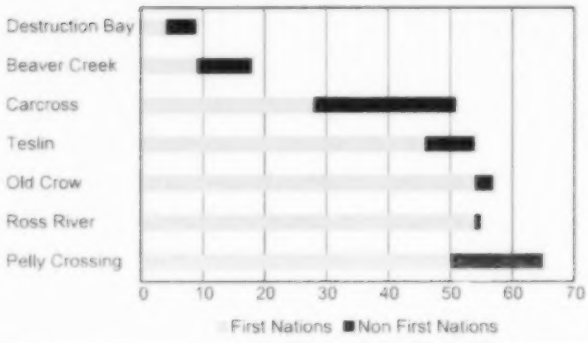
Whitehorse was the only Yukon community having sufficient student numbers to allow an analysis by program choice and ethnicity. Figure 3 shows the four broad program categories of enrolment. The regular English program includes the majority of students and serves the largest percentage of First Nations students. Both French Immersion programming and Catholic programming continue to be popular. In fact, Catholic enrolment has experienced growth in recent years while the English program has declined. This is in part attributed to Catholic schools' policy to admit students from any faith, provided there is capacity within these schools to accommodate all students of the Roman Catholic faith who wish to attend.

Whitehorse Student Enrolment as of May 31, 2001



Note: First Nations ancestry is based on self-identification.
(Figure 3) Source: Yukon Education

Community Student Enrolment as of May 31, 2001 (where < 70 students)



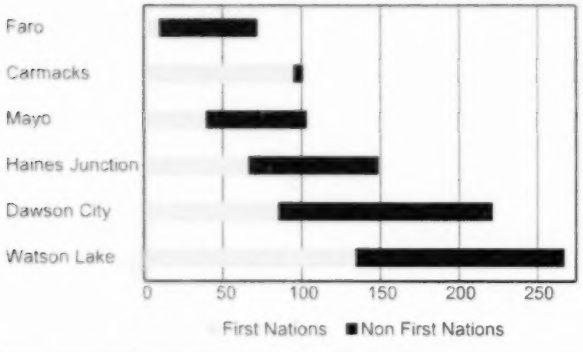
Note: First Nations ancestry is based on self-identification.
(Figure 4b) Source: Yukon Education

Rural Yukon Community Enrolment

In 2000-2001, students attending rural Yukon schools represented approximately 22 per cent of the total Yukon student population. First Nations students represented approximately 55 per cent of the rural Yukon school population. Because the student population in rural Yukon schools varies from about 10 to approximately 300 students, the schools have been divided into two categories. Figures 4a and 4b provide enrolment analysis by ethnicity for rural schools with more than 70 students and less than 70 students respectively.

In most rural schools, close to 50 per cent of the students enrolled identified themselves as First Nations. The largest proportions of First Nations students are in the Yukon's smallest schools.

Community Student Enrolment as of May 31, 2001 (where > 70 students)



Note: First Nations ancestry is based on self-identification.
(Figure 4a) Source: Yukon Education

Distance Education

In 2000-2001, there were about 50 students registered in distance education programs or courses.

Some 35 students were enrolled in a total of 110 correspondence courses offered by the British Columbia Ministry of Education. As well, some 15 students enrolled in eight courses offered via distributed learning.

The Public Schools Branch began offering distributed learning courses in January 2001. These courses, known as CONNECT are Internet and computer-enhanced programs offered through an affiliation with the B.C. Distance Education Schools Consortium.

The CONNECT program, offered at three pilot sites, was highly successful with a 93 per cent student completion rate. It will be expanded to include all rural secondary schools starting in September 2002.

Home Education

There were 63 home-educated students registered with the Public Schools Branch in 2000-2001. In previous years, these students have ranged in number from 44 in 1997-1998 to 36 in 1999-2000.

Introduction

The Public Schools Branch serves a broad range of students. In order to meet the unique educational needs of all of these students, the branch augments its general programming with a variety of programming options. These program options are discussed below.

Early Intervention

Early intervention refers to programs that provide additional assistance as early as possible to children who have difficulty learning. The major early intervention programs supported by the Public Schools Branch in 2000-2001 were extended kindergarten programs and Reading Recovery™.

Extended Kindergarten Programs

In the 2000-2001 school year, Tantalus School in Carmacks operated a full-day kindergarten program that included four-year-old students attending on a half-day basis. In addition, the branch continued to pilot a full-day kindergarten program at Elijah Smith Elementary School in Whitehorse.

As well, a combined kindergarten program for four and five-year-olds (K-4) was offered in Beaver Creek, Mayo, Old Crow and Pelly Crossing, in order to provide children with more time to prepare for entry into Grade 1.

The extended kindergarten programs emphasize language, social skills, pre-literacy and numeracy, as well as "learning to learn" behaviours.

Reading Recovery™ Program

The number of students in Reading Recovery™ has grown considerably over the past few years as a result of the increased allocation of resources and the training of certified Reading Recovery™ teachers. The number of students benefiting from the program has grown as follows:

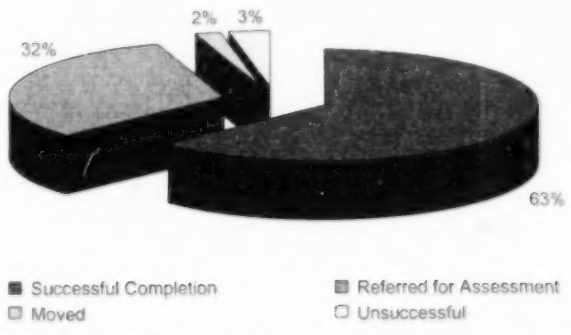
1997-1998	52 students
1998-1999	127 students
1999-2000	152 students
2000-2001	187 students

The Reading Recovery™ Program is a key component in the Public Schools Branch's early intervention strategy. With its dedicated teacher resources (15 FTE in 2000-2001) it is one of the branch's major investments. Reading Recovery™ is designed to dramatically reduce the number of students with literacy difficulties. It is a preventative program delivered to six-year-old students in Grade 1. The program's aim is to help students with reading and writing difficulties to achieve average levels of literacy in approximately 12 to 20 weeks. In addition to classroom teaching, these students benefit from targeted one-on-one teaching that helps the student learn to read, and teaches the child to be an independent, problem-solving reader. Students who do not achieve the desired level of literacy receive further assessment and individual attention.

There were 404 Grade 1 students in the Yukon in the 2000-01 school year. Of these, 347 attended one of the 20 schools that offered Reading Recovery™. Of these 347 students, 132 were involved in the Reading Recovery™ program. This equates to 38.04 per cent of the Grade 1 children in these 20 schools. The coverage for all Yukon schools is 32.67 per cent.

The Yukon's target for accessibility to the Reading Recovery™ program is all children who require special support to become independent readers. This accessibility target is estimated to be as high as 40 per cent. Such an accessibility target compares favorably to other ministry-funded Reading Recovery™ programs. For example, in Manitoba and Nova Scotia, the accessibility target is 20 per cent of six-year-old students.

Reading Recovery™ Outcomes - 2000/2001



(Figure 5) Source: Yukon Education, Reading Recovery Report 2000-2001

Surveys of parents whose children benefited from the Reading Recovery™ program show strong support for the program. Similarly, school administrators and teachers regard the program as highly beneficial and successful.

In addition to the above initiatives in the 2000-2001 school year, the branch was engaged in the following early

intervention initiatives:

- Motoric Screening (161 Grade 1 students were screened)
- Transitioning from the Child Development Centre to kindergarten
- Books for Babies

Experiential Education

Experiential education integrates hands-on experience with the learning process. Research has shown that many students benefit from this approach. Well-designed and well-delivered experiential education programs enhance students' comprehension of key concepts and improve their level of achievement. This appears to be the case for students with a variety of learning styles and abilities.

The Public Schools Branch recognizes the Yukon's success with innovative experiential programs such as ACES (Achievement, Challenge, Environment, Service), MAD (Music Art and Drama), Vision Quest (a First Nations cultural identity course), ES (Experiential Science), OPES (Outdoor Pursuits Experiential Science) and PASE (Plein air et sciences expérientielles). The branch sees the value of integrating experiential approaches into standard course curricula. Many educators use components of experiential education as a matter of course, but the branch is actively encouraging the expansion of this approach through ongoing teacher education, and by providing opportunities to enhance curriculum delivery.

During the 2000-2001 school year, the Public Schools Branch:

• Supported training to provide educators with the skills to use experiential techniques and ideas when they deliver curriculum. As a result of this support, it is expected that classroom teachers, from all disciplines, at the intermediate and senior levels, will use experiential approaches more often to help students learn.

•Worked with Treeline Productions to produce a documentary video that highlights Yukon experiential education principles and practices. A copy can be obtained through the branch's Resource Services Unit.

•Worked in cooperation with Renewable Resources and the federal Rural Initiatives Program to implement a mentoring project. This project provided opportunities for teachers to get out of the classroom and to work with students on local field studies that enhanced the classroom science curriculum.

•Supported the GLOBE program - an international, authentic research program for students. The program monitors climate change and teaches applied research skills. During the 2000-2001 school year, three schools were actively participating in the use of GLOBE. They were the Grade 6 class at Jack Hulland Elementary School, the Environmental Science program at the Wood Street Centre, and the St. Elias Community School in Haines Junction. The branch is encouraging more schools to get involved in future school years. The branch also held a GLOBE in-service for 16 teachers in February 2001.

Teen Parent Program

The Teen Parent Program operates from the Teen Parent Centre in Whitehorse. The purpose is to provide flexible education and support to pregnant teens and teen parents so that they can finish high school. The program teaches students how to take care of their children, plan and prepare healthy meals, manage their money, and plan their futures. The program also provides daycare, counselling services, transportation and health guidance.

Youth Offenders

The Youth Offender Program is designed to ensure that incarcerated youths continue to have access to educational opportunities.

Active Living

The Task Force on Active Living presented its report to the government in May 2000. The branch's support for the recommendations in that report are demonstrated by the following:

- All Whitehorse schools now have staff that have been trained in the Active Life Skills Physical Education Curriculum.
- The development of "Active Living Schools" criteria is in progress as a result of contract funding received from Sport Yukon.
- In partnership with Sport Yukon, the branch sent three Yukon teachers for training on the implementation of an Active Living curriculum. These individuals are embarking on a professional development campaign in each Yukon school to raise the level of awareness and skill of Yukon teachers.
- New curriculum guides were distributed to schools.
- In conjunction with Sport Yukon, the branch has embarked on an in-servicing program to assist teachers in implementing Active Living principles in their physical education programs.

School	Community	Language Programming
Carcross Community School	Carcross	FSL
Tantalus School	Carmacks	FSL
Robert Service School	Dawson City	FSL
Del Van Gorder School	Faro	FSL
St. Elias Community School	Haines Junction	FSL
J. V. Clark School	Mayo	FSL
Johnson Elementary School	Watson Lake	FSL
Watson Lake Secondary School	Watson Lake	FSL
All elementary schools	Whitehorse	FSL
F.H. Collins Secondary School	Whitehorse	FSL, French Immersion, Spanish
Porter Creek Secondary School	Whitehorse	FSL, German
Vanier Catholic Secondary School	Whitehorse	FSL, Spanish
Whitehorse Elementary School	Whitehorse	FSL, French Immersion

Table 1: European Languages
Source: Yukon Education
Note: FSL refers to French as a Second Language Program

School	Community	First Nation Language Programming
Beaver Creek School	Beaver Creek	Northern Tutchone
Carcross Community School	Carcross	Tlingit
Tantalus School	Carmacks	Northern Tutchone
Robert Service School	Dawson City	Hän
St. Elias Community School	Haines Junction	Southern Tutchone
J.V. Clark School	Mayo	Northern Tutchone
Chief Zzeh Gittlit School	Old Crow	Gwich'in
Eliza Van Bibber School	Pelly Crossing	Northern Tutchone
Ross River School	Ross River	Kaska
Teslin School	Teslin	Tlingit
Johnson Elementary School	Watson Lake	Kaska
Watson Lake Secondary	Watson Lake	Kaska
Elijah Smith Elementary School	Whitehorse	Southern Tutchone
F.H. Collins Secondary School	Whitehorse	Southern Tutchone
Hidden Valley Elementary School	Whitehorse	Southern Tutchone
Porter Creek Secondary School	Whitehorse	Southern Tutchone
Takhini Elementary School	Whitehorse	Southern Tutchone
Whitehorse Elementary School	Whitehorse	Southern Tutchone

Table 2: First Nation Languages
Source: Yukon Native Language Centre

Second Languages

The Public Schools Branch offers a number of different second language options for students.

During 2000-2001, through various schools, the branch provided language courses and programs as per Tables 1 and 2 above. During the 2000-2001 school year, the branch was also involved in several additional First Nations languages initiatives. The branch:

- contributed $730,000 to support the Yukon Native Language Centre through a contribution agreement with the Council for Yukon First Nations;
- provided approximately $2.2 million for the salaries of 34 aboriginal language teachers – 28 of whom taught in the Yukon's public schools, and six of whom worked in the Native Language Centre;
- provided training for native language instructors and developed curriculum materials for the teaching of

Yukon First Nations languages in Yukon schools through its support of the Yukon Native Language Centre;
- staffed two First Nations consultant positions whose role is to provide First Nations culture and language curriculum support to Yukon teachers;
- supported the development of a common curriculum framework for aboriginal languages in cooperation with the four western provinces and the Northwest Territories. As well, the Aboriginal Languages Curriculum Framework was piloted in four Yukon schools (Carcross Community School, Whitehorse Elementary School, Johnson Elementary School in Watson Lake, and Chief Zzeh Gittlit School in Old Crow) through the work of the branch's First Nation education consultant and native language consultant; and
- assisted the Carcross-Tagish and Tr'ondek Hwech'in First Nations in the development of First Nations' curriculum in Carcross and in Dawson City.

Special Education

The policy of the Public Schools Branch is to educate students with special needs in the least restrictive and most enabling environment, as far as is practicable. In most cases, this means providing appropriate modifications to programs within the regular classroom in order to meet the unique needs of these students.

The major role of the Special Programs Division is to support the work of school personnel as they plan and implement educational programs for students with special educational needs. This is so those students can get the most benefit from the educational experiences provided by the school.

The Special Programs' consulting team includes a coordinator of school support services, school psychologists, speech-language pathologists, a teacher for students with hearing impairments, a teacher for students with visual impairments, a physical therapist and an occupational therapist. These consultants provide support through school and classroom visits and through meetings with teachers and other relevant school and/or Public Schools Branch personnel.

The majority of students have their needs addressed in the regular classroom. However, when it is appropriate, the Public Schools Branch provides separate settings for some students.

In the Yukon, the most restrictive placement alternative is the Shared Resource Program. Students placed in these programs require a highly specialized curriculum that cannot be delivered in the regular classroom setting.

There are three types of shared resource programs:
- Life Skills Programs - Students recommended for these programs have pronounced cognitive deficits which make programming for them a challenge. These students' highest priority needs are in the areas of functional life skills.
- Behavioural Intervention Programs - Students recommended for these programs have severe behaviour disorders and/or severe social/emotional disturbances.
- Multi-needs Programs - Students recommended for these programs have severe and/or multiple handicaps.

In the 2000- 2001 school year, the branch delivered the following Shared Resource Programs:

Life Skills
- Selkirk Elementary School (combined with primary age multi-needs students)
- Elijah Smith Elementary School and Takhini Elementary School (intermediate age students)
- Vanier Catholic Secondary School (ages 13 to 16)
- F.H. Collins Secondary School (ages 16 to 21)

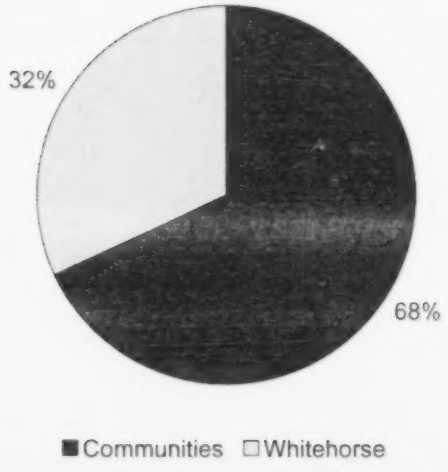
Behavioural Intervention
- Jack Hulland Elementary School (primary and intermediate age students)
- Vanier Catholic Secondary School (secondary age students)
- Riverfront Centre (off campus program for secondary age students)

Multi-needs
- Selkirk Elementary School (primary age students), and
- F.H. Collins Secondary School (secondary age students).

Students on Individualized Education Plans (IEPs)

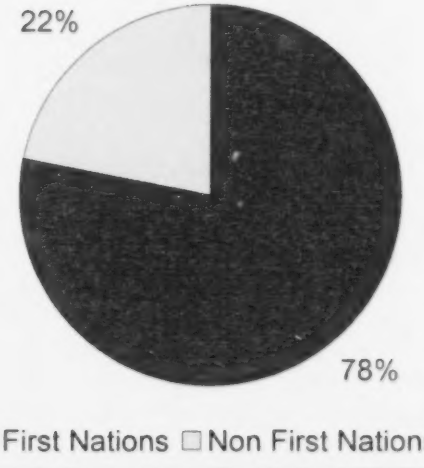
The distribution of students on IEPs varies considerably between Whitehorse and rural Yukon communities. Figure 6 indicates that, in 2000-2001, 68 percent of students on IEPs were in rural Yukon schools. Figure 7 indicates that 78 per cent of all students on IEPs identified themselves as being of First Nations ancestry. Together, these figures indicate that the majority of the resources of the Special Programs Division are dedicated to the identified educational needs of rural Yukon students and of First Nations students.

Percent of Students on IEP
Communities vs. Whitehorse



(Figure 6) Source: Yukon Education

Percent of Students on IEP
First Nation vs. Non First Nation



(Figure 7) Source: Yukon Education

Francophone Education

The Yukon Francophone School Board #23 (Commission scolaire francophone du Yukon, CSFY) offers education services to enhance the personal growth and cultural identity of the territory's Francophone learners. Formed in 1996, it is the Yukon's only school board. It operates under the authority of the Minister and has a mandate to provide French First Language educational services for the Yukon.

Under direction from a board of trustees made up of five elected members chosen from the Yukon's Francophone community, CSFY administers École Émilie-Tremblay, the territory's only French First Language school.

In 2000-2001, approximately 120 students attended École Émilie-Tremblay under the guidance of 10 teachers and two educational assistants.

During that year, the Francophone school board completed a number of initiatives to support French First Language education in the Yukon:

- created 'Le Jardin d'Émilie', a preschool program to enhance future students' linguistic and socialization skills;
- developed a Cultural Animation Program to integrate cultural components in the curriculum and to provide co-curricular activities with a French flavour;
- added TAM, (theatre, arts, drama), a popular experiential program modelled on the existing English MAD program;
- supported a very successful France-Yukon student exchange program; and
- provided a distributed support program to a Grade 5 student in Mayo.

As well, in keeping with its strategic plan, the board proceeded with the following initiatives:

- developed and ratified a number of policies related to board operation;
- participated in extensive community consultations for the Education Act Review;
- participated in the creation of a national association of minority French directors of education under the umbrella of Fédération Nationale des Conseils Scolaires; and
- hosted the fall conference of Western Canadian Superintendents (ADÉON).

Looking ahead, several other issues have been identified as priorities for the near future:

- Funding of the boards' operational costs
- Promoting a high level of academic performance
- Providing increased support for cultural and linguistic activities
- Increasing the student population of the school

Student Achievement Statistics

Introduction

This report provides information that relates to assessments mandated by the Public Schools Branch. It does not cover the many other important forms of assessment that exist in Yukon schools. These range from self-evaluation to teacher observations and from highly subjective to highly objective.

The Public Schools Branch mandates various assessments to monitor the performance of students in key academic areas and at key transitions in students' educational experiences. As well, the Department of Education uses the results of these assessments as indicators of the education system's performance. While indicators can show trends and raise interesting questions, they cannot alone provide explanations or conclusions. Additional research will always be required to diagnose the cause of problems and to suggest solutions.

The performance indicators presented in this report are designed to give a picture of student achievement for the report year, over time, and in comparison with other jurisdictions.

Student Assessment Plan for the 2000-2001 School Year

In keeping with school systems across Canada, the Public Schools Branch mandates certain assessment programs aimed at providing objective, system-wide measures of achievement and growth. The results from these assessments assist the department in renewing curriculum and in planning in-services for educators. As well, they provide educators with valuable information that can be used to improve student learning. The branch also provides additional assessment resources for use by schools at their discretion.

Beginning with the 1999-2000 school year, Yukon schools implemented a new assessment plan. This plan represents a comprehensive testing strategy that provides a good check of students' learning in the two key areas: numeracy and literacy. Students are assessed at important transition points in their school career - the completion of primary, intermediate, junior and secondary years. This testing refers to the Yukon curriculum and therefore is based on what should have been taught and learned.

This plan also makes it possible for the Public Schools Branch to meets its public accountability obligations by monitoring and reporting on the implementation of the curriculum and student learning. The information provided by the plan's comprehensive package of testing also enables the branch to guide changes to curricula.

For the 2000-2001 school year, the following assessments were mandated:

Assessment Program	Grades
Language Proficiency Index (LPI)	Grades 11 and 12
Yukon Achievement Tests (YAT)	Math and Language Arts: Grades 3, 6 and 9
B.C. Provincial Exams (BCPE)	Grade 12
School Achievement Indicators Program (SAIP)	Math: 13 and 16-year-olds

Yukon Achievement Standards

In August 1994, the Deputy Minister of Education established the standards for student achievement on mandated assessments. This standard, still in force today, consists of 85 per cent of students demonstrating Acceptable Performance (i.e. achieving 50% or better) and 20 per cent of students demonstrating Excellent Performance (i.e. achieving 80% or better). Figures 8-12 and 15 provide information that allows the reader to determine how well students have performed against the standard. Each figure contains the following:

a) a bold line indicating the target of 85 per cent of students demonstrating Acceptable Performance;

b) a bar indicating success (the lower portion of the stacked bar); and

c) a bar indicating excellence (the upper portion of the stacked bar).

Taken together the two components of the stacked bar indicate Acceptable Performance, while the upper portion of the bar indicates Excellent Performance.

Achievement in Mathematics and Language Arts

The Public Schools Branch continued to focus its curricular attention on the areas of numeracy and literacy. Figures 8 and 9 provide objective information from mandated assessments in the areas of Mathematics and Language Arts in Grades 3, 6, 9 and 12. The figures detail student performance in terms of the Yukon achievement standards outlined above.

Students in Grade 3 exceeded the target standards of

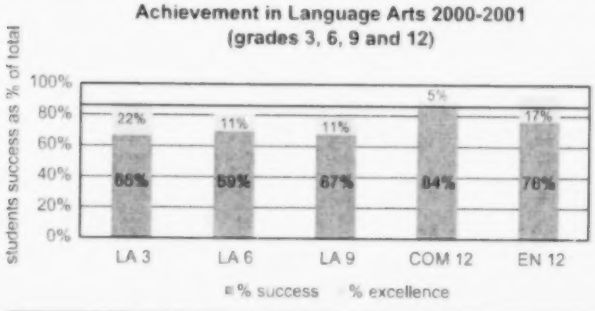
Acceptable and Excellent performance in both Language Arts and Mathematics. Students in Grade 12 exceeded the Acceptable performance standard, but failed to reach the Excellent performance standard. With the exception of Mathematics, students in Grade 6 failed to meet either achievement standards.

It should be noted that, in 2000-2001, results for Grades 3, 6 and 9 have improved in Mathematics between 6 per cent and 7 per cent from the previous school year. In Language Arts, improvement has been in the 2 per cent to 3 per cent range.

Yukon students' performance was between 1 and 5 per cent below that of Alberta students. The exception was Mathematics 6, where the difference was 10 per cent.

Yukon Excellence Awards (YEA)

Students earn Yukon Excellence Awards solely through their academic performance. All students in Grade 9 who write semester-end or year-end Yukon Achievement Tests, and Grade 12 students who write B.C. Provincial Examinations, are eligible for an award. To qualify for an award, students must achieve a test score of 80 per cent or above.

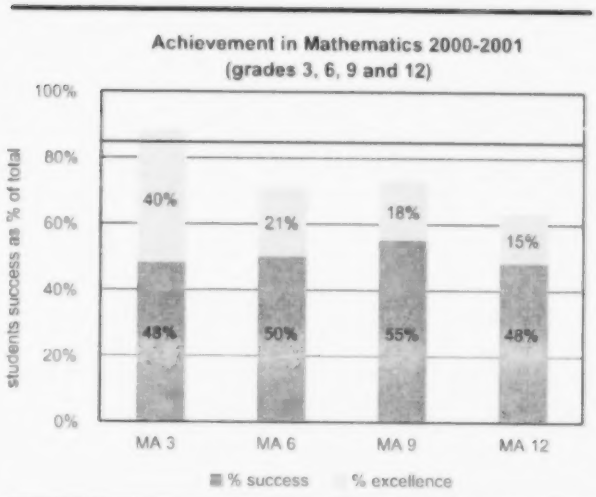


Success is defined as achieving a score of 50 to 79 per cent.

Excellence is defined as achieving a score of 80 per cent or higher

Note: 2000-2001 is the second year that students wrote the YAT. Trend information is not available. LA3 means Language Arts for Grade 3. COM 12 means Communications 12. EN 12 means English 12.

(Figure 8) Source: Yukon Education



Note: 2000-2001 is the second year that students wrote the YAT. Trend information is not available. MA3 means Mathematics for Grade 3, MA 6 means Mathematics 6, etc.

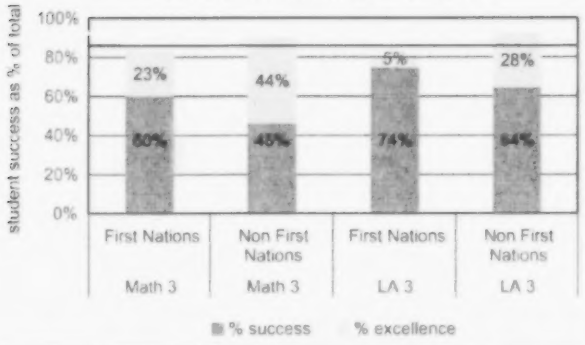
(Figure 9) Source: Yukon Education

For the 2000-2001 school year, 207 students earned 329 awards, totalling $126,700. Specifically, there were 126 awards at the Grade 9 level and 203 awards at the Grade 12 level.

Note: Because this is the first year for reporting based on school year rather than fiscal year basis, no comparison to previous years is provided. Comparative information will be available in future reports.

Yukon Achievement Tests (YAT)

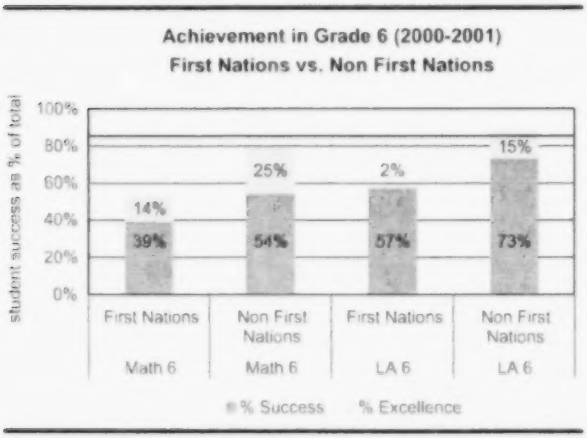
Figures 10, 11 and 12 are provided in order to allow comparisons between the performance of First Nations and that non-First Nations students. Generally, in Grade 3, students performed at or near the established standard of performance irrespective of ethnicity. However, in Grades 6 and 9 the achievement of First Nations students is significantly lower than that of non-First Nations students. Although additional research will be required to fully understand the causes, the attendance information provided in Figure 19 highlights one factor that is partly responsible.



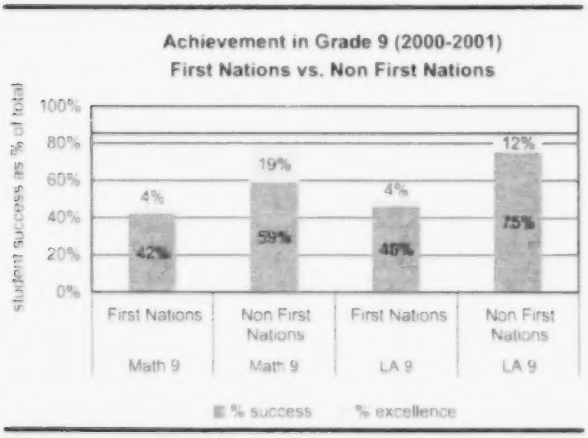
Success is defined as achieving a score of 50 to 79 per cent.

Excellence is defined as achieving a score of 80 per cent or higher

(Figure 10) Source: Yukon Education



(Figure 11) Source: Yukon Education



(Figure 12) Source: Yukon Education

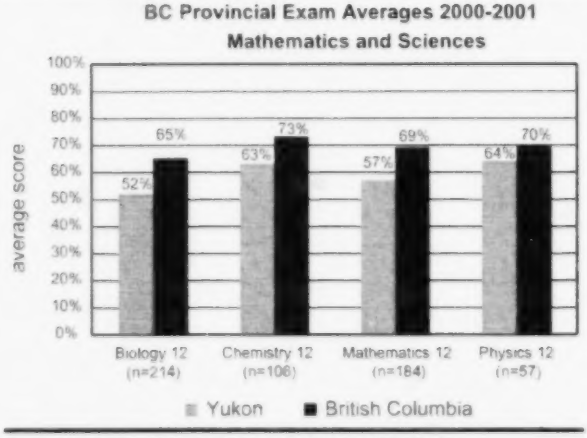
British Columbia Provincial Exams (BCPE)

Figures 13 and 14 provide a comparison between Yukon students and their British Columbia counterparts in key subject areas in Grade 12. However, due to the small number of Yukon students writing any given exam, readers are cautioned against making definitive judgments of student performance based on these comparisons. When numbers are small, the scores of even a few students can have a large impact on the overall average. For example, in 2000-2001, the number of Yukon students writing exams ranged between 36 (French 12) and 295 (English 12), while in British Columbia, they ranged between 5,000 and 40,000 students. It should also be noted that the number of First Nations students writing the various exams is too small to allow comparisons on the basis of ethnicity.

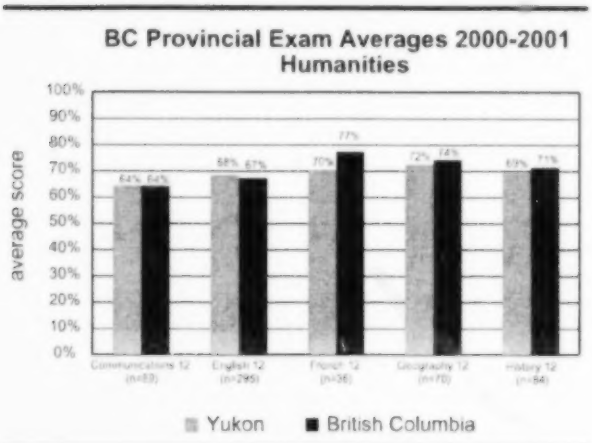
Although this report does not contain detailed information to allow comparisons between Yukon and British Columbia students over time, the following five-year summary is being provided to allow the reader to have a general sense of Yukon student's performance.

Results from 1996-1997 through 2000-2001 school years show that:

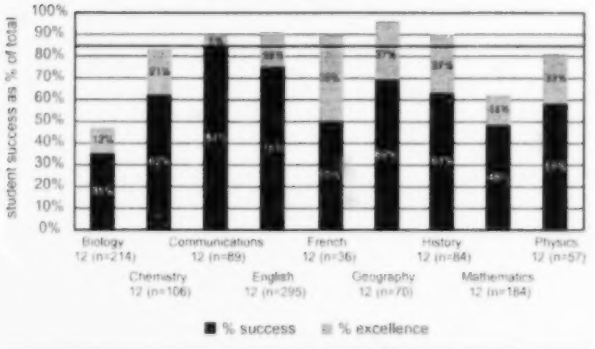
- In Biology 12, Yukon students performed between 4 per cent and 13 per cent lower than BC students.
- In Chemistry 12, Yukon students performed between 8 per cent and 11 per cent lower than BC students.
- In English 12, Yukon students performed between 2 per cent lower and 3 per cent higher than BC students.
- In Mathematics 12, Yukon students performed between 4 per cent higher and 12 per cent lower than BC students.
- In Physics 12, Yukon students performed between 4 per cent and 9 per cent lower than BC students.



(Figure 13) Source: Yukon Education, BC Min. of Education



(Figure 14) Source: Yukon Education, BC Min. of Education



Success is defined as achieving a score of 50 to 79 per cent.

Excellence is defined as achieving a score of 80 per cent or higher

(Figure 15) Source: Yukon Education

School Achievement Indicators Program (SAIP)

In 1989, the Council of Ministers of Education Canada initiated the School Achievement Indicators Program (SAIP), the first-ever attempt to arrive at a consensus on the elements of a national assessment. In the SAIP, the achievement of individual students is not identified, and no attempt is made to relate an individual's achievement to that of other students. The SAIP is essentially a measure of how well each province or territory's education system is doing; it does not replace individual student assessment, which is the responsibility of teachers, schools, boards, and ministries of education. Similarly, no attempt is made to compare schools or school districts. The results are reported at the provincial or territorial level only. The SAIP assessment is administered on a three-year cyclical basis, assessing reading, writing, science and mathematics.

The SAIP Math Assessment was written by all 13 and 16-year-old Yukon students in spring 2001. These students are primarily administered in Grades 8 and 11. However, there is some overlap of other grade levels in each age group.

SAIP results are reported according to five levels of achievement, beginning with Level 1 (basic) and continuing to Level 5 (the most complex). The expectation is that most 13-year-olds will achieve at or above Level 2 and that most 16-year-olds will achieve at or above Level 3.

Figures 16 and 17 allow comparisons between Yukon students' achievement in 2001 against the overall Canadian results and those of Alberta and British Columbia. Yukon 13-year-olds performed as well as the Canadian average in the mathematics content area at Levels 4 and 5, but less well at Levels 1 to 3. In problem-solving, these students performed as well as the Canadian average at all levels except at Level 3, where they did less well. Yukon 16 year-olds performed as well as the Canadian average in the content area at Levels 3 and 4, but less well at Levels 1, 2 and 5. In problem-solving, these students performed as well at Levels 4 and 5, but less well at Levels 1, 2 and 3.

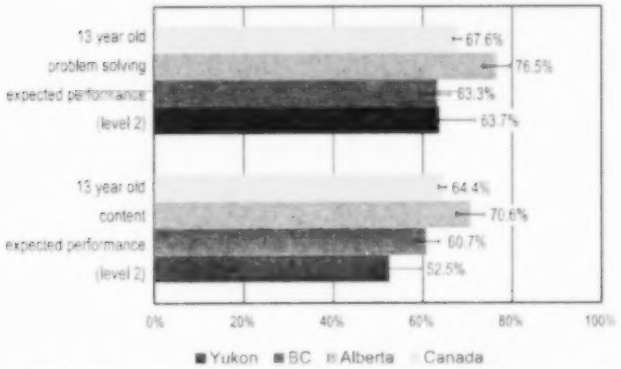
Although this report does not contain detailed information to allow comparisons between the 1997 and 2001 SAIP assessments, the following summary is being provided to allow the reader to have a general sense of Yukon student's performance over time.

When comparing Yukon students' achievement in 2001 against their achievement in 1997, results show that 13 and 16-year-old students performed as well or better in mathematics in 2001 than in 1997. The exception was 13 year-olds in the area of mathematics content.

Specifically:

- Achievement in content for 13-year-olds has decreased slightly since 1997
- Achievement in problem-solving for 13-year-olds has increased significantly since 1997
- Achievement in content for 16-year-olds has remained constant since 1997
- Achievement in problem-solving for 16-year-olds has remained constant since 1997

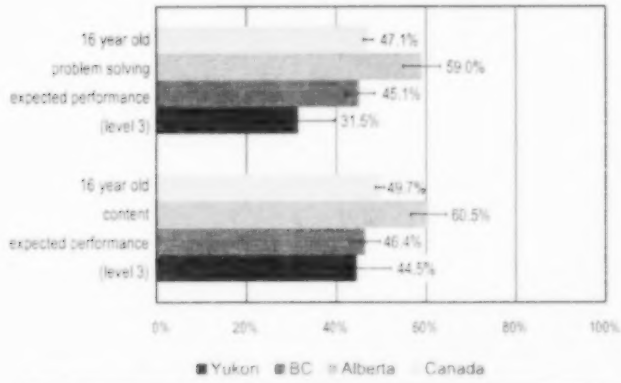
School Achievement Indicators Program (SAIP) 2000-2001
13-year-old performance - Mathematics



Note: Results are statistically different only if confidence intervals do not overlap.

(Figure 16) Source: Council of Ministers of Education (CMEC)

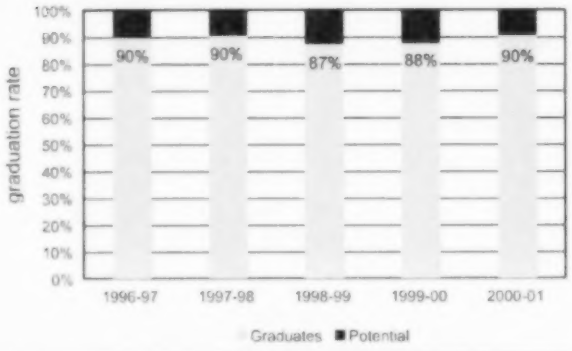
School Achievement Indicators Program (SAIP) 2000-2001
16- year-old performance - Mathematics



Note: Results are statistically different only if confidence intervals do not overlap.

(Figure 17) Source: Council of Ministers of Education (CMEC)

Yukon Graduation Rates (as percent of potential)



Note: Potential to graduate is defined as any student enrolled in Grade 12 at the end of that year, provided they pass all of the courses in which they are enrolled.

(Figure 18) Source: Yukon Education

Graduation Rates

Figure 18 provides a comparison, over time, of the Yukon graduation rates. Graduation rates are calculated by dividing the number of students who actually graduated by the number of students who had the potential to graduate.

Figure 18 shows that graduation rates have remained fairly constant over the last five-year period, ranging from 87 per cent to 90 per cent. During the same period, British Columbia graduation rates ranged from 92 to 94 per cent.

First Nations Graduates

It is not possible, with the information currently contained in the Student Information Management System, to compare First Nations graduation rates with non-First Nations graduation rates. This is because the historical data from the British Columbia Ministry of Education that would allow that comparison were not part of the reporting provided to the Yukon for the years 1996-1997 to 2000-2001. In recognition of the meaningfulness of such a statistic, the necessary data extracts have been ordered for the 2001-2002 school year.

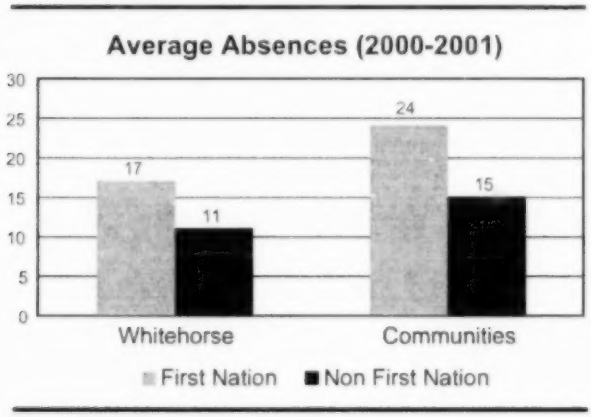
Although graduation rates cannot be compared at this time, it should be noted that the percentage of First Nations students who graduated is available. In 1996-1997 school year, 8 per cent of the students who graduated were of First Nations ancestry. In 2000-2001 school year, 16 per cent of the students who graduated were of First Nations ancestry.

Student Attendance

Attendance is an important educational success indicator. At the moment collecting and reporting attendance information presents considerable challenges (see notes below). During 2000-2001 preliminary work was undertaken to standardize data acquisition. Despite the limitations of the current system, some valuable information can be highlighted.

For example, Figure 19 below shows that absenteeism is greater in rural communities than in Whitehorse and

that First Nation students, on average, miss more days of school than their non-First Nation counterparts. First Nation students in the communities are absent approximately five weeks a year, or almost 10 per cent of the total annual classroom instruction time. Such high levels of absenteeism are typically associated with reduced performance and achievement (see figures 10, 11, 12 and 15 for more information).



(Figure 19) Source: Yukon Education

Note 1: This is the first year that data is available from the Student Information Management System (SIMS) and therefore trend analysis is not possible.
Note 2: Not all schools record absenteeism in the same manner. As a result, it is likely that some absenteeism is not captured within the SIMS.
Note 3: A few students were marked absent for several weeks or months before being deleted from the school's attendance register. It should be noted that he impact of these few students on the overall statistic is small.

Looking Ahead

Yukon School Improvement Program

For the past six years, the Public Schools Branch has evaluated Yukon schools using a model based on the British Columbia school accreditation process.

During 2000-2001, the branch worked on a "made-in-Yukon" process that would be more efficient, yet still involve school staff, parents and students.

A steering committee guided the development process. It is expected that the new School Evaluation Program will be ready for use early in 2003.

New Facilities Planning

Planning and construction of the new Mayo school continued in 2000-2001 and the school is expected to be ready for occupancy by January 1, 2002. When complete, the Mayo school will be an energy-efficient building meeting the most modern standards in existence, with the design reflecting input from Mayo residents.

Design work was undertaken for additions to the two Catholic elementary schools in Whitehorse . The construction will make room for additional students arriving because of the transfer of Grade 7 from the secondary to the elementary level for the start of the 2002/03 school year.

Education Act Review – Implications

The Education Act Steering Committee is expected to bring forth recommendations in the fall of 2001. Once comments on those recommendations are received, the committee is expected to make final recommendations to the Minister of Education on changes to the Education Act. The review of the Education Act has the potential to affect the fundamental underpinnings of the Yukon public school system.

More information...

Department of Education

Web link

- Yukon Education: www.education.gov.yk.ca
- Yukon Schools on the Web: www.yesnet.yk.ca

Enquiries

Phone (867) 667-5141
Address: 1000 Lewes Blvd. Whitehorse,
Yukon , Y1A 3H9

Assessment and Indicators

Web links

- Alberta Learning: www.learning.gov.ab.ca
- B.C. Ministry of Education: www.gov.bc.ca/bced
- Council of Ministers of Education Canada: www.cmec.ca
- Western and Northern Canadian Protocol: www.wcp.ca

Publications

- Student Information and Assessment (2000). **A Hand book of Procedures and Guidelines for Student Assessments and Awards**. Canada, Yukon Education.
- Centre for Education Statistics (2000). **Education Indicators in Canada. Report on the Pan-Canadian Education Indicators Program 1999**. Canada, Statistics Canada.
- Joint Advisory Committee (1993). **Principles of Fair Student Assessment Practices for Education in Canada.** Edmonton, Centre for Research in Applied Measurement and Evaluation.

Distance Learning

Web links

B.C. Distance Education Schools websites:
www.cln.org/community/schools_de.html

Experiential Learning

Web links

- Association of Experiential Education: www.aee.org
- Alternative Education Resource Organization: www.edrev.org
- State Education and Environment Roundtable: www.seer.org
- Global Learning Observation Benefits Environment: www.globe.gov

Publications

- Lieberman, Gerald & Hoody, Linda (1998). **Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning**. USA, Science Wizards.
- Drake, Susan (1993). **Planning Integrated Curriculum: The Call to Adventure**. USA, Association for Supervision and Curriculum Development.

Early Intervention

Web links

- Canadian Institute of Reading Recovery: www.yrbe.edu.on.ca/~read/rr/cirr.htm

Publications

- Klein, Tracy (2001). **A Report on the Full Day Kindergarten and K-4 Pilot Program at Tantalus School : August 28,2000 to June 7, 2001**. Canada, Yukon Education.
- Johnston, Mary Ann (2001). **A Report on the Full Day Kindergarten and K-4 Pilot Program at Elijah Smith Elementary School : August 28,2000 to June 13, 2001**. Canada, Yukon Education.
- Eberlein, Glenda and McCorkell, Aileen (2001). **Reading Recovery Teacher Leader Site Report for the School Year 2000/01**. Canada, Yukon Education.

Appendix 1 Glossary of Terms

BCPE

The Yukon participates in the British Columbia Provincial Examinations Program. The Yukon's participation is intended to :

a) ensure that Grade 12 students meet consistent provincial standards of achievement in academic subjects;

b) ensure graduating students from all schools in the province will be treated equitably when applying for admission to universities and other post-secondary institutions; and

c) respond to strong public concerns for improved standards of education.

Expenditure per Pupil

For the Yukon: The combined total of custodial salaries, maintenance payable to Property Management Agency, clerical salaries, teacher salaries, site-based allotments, educational assistant salaries, native language instructor salaries and substitute teacher salaries, divided by the enrolment in Grades K to 12. **For Canada:** Total expenditure of particular level of education divided by the corresponding full-time equivalent enrolment. **Note:** The Yukon calculation essentially only includes operating expenditures while the Canada calculation includes both operating and capital expenditures. This makes direct comparisons with Canada problematic.

IEP

Students with exceptional educational needs are entitled to Individualized Education Plans (IEPs). These plans guide the students' activities in school. They also describe the program modifications developed for the students and the services that are to be provided to the students. IEPs must cover:

a) the strengths and needs of the student;

b) long-term or annual goals;

c) short-term goals or specific behavioural objectives;

d) suggested instructional materials, methods and strategies including required adaptations and assessment methods;

e) persons responsible for the implementation of the IEP, including parents;

f) the period of time and process for review of the IEP; and

g) parents' written, informed consent for implementation.

Pupil-Teacher Ratio

For the Yukon: Enrolment in Grades K to 12 divided by the number of full-time equivalent (FTE) teachers. **For Canada:** Full time equivalent enrolment (in Grades 1 to 12) and ungraded programs plus pre-elementary full-time equivalent enrolment, divided by the full-time equivalent number of educators. **Note:** The Yukon calculation usually yields a slightly higher pupil-teacher ratio than does the Canada calculation.

Teacher FTE

For the Yukon: All full time educators plus the full time equivalent of part-time teachers. For example, a part-time educator employed for 60 per cent of a "normal workload" is equal to 0. 60 of a full-time teacher. This figure does include school administrators but not teachers seconded to the Public Schools Branch.